

Pre-Content/content Post-Content	Learning Outcome/Objectives	
	General	Specific
<u>Pre content</u> The teacher will encourage the students to discuss about good deeds. Content It's a story of a deaf man, Ray who runs a clock shop and is very sensitive towards others. Even though he is not a pawnbroker, he buys old clocks and watches to help people. Reading Vocabulary Comprehension Post Content Analyze the character of Ray	Students will be able to express concern on keeping a good company Read a lesson fluently with correct pronunciation and expression Use the dictionary to learn new words. exhibit improved vocabulary Skim and scan the text develop a character sketch of the central character	Students will be able to • share ideas related to fearful situations • read with correct pronunciation and fluency to display quick and appropriate reading • highlight recognition of words and comprehension • infer the meanings of unfamiliar words from the dictionary • extrapolate the summary of the lesson • identify the characteristic traits of the central character • support the characteristic traits with examples from the text

Home Work /Assignments:

1. Read the lesson, complete word –meaning and form sentence with the words given
2. Complete the question –answers in notebook

Teacher's Activity	Students' Activity	Teacher's Observation and Remedial action taken
Teacher will Initiate an interactive session on the magnitude of peace and goodwill Helping Hands explain the activity and provide feedback after the completion of the activity - Annexure 4A elicit responses of how situations should be handled introduce the story read the lesson loudly stress on the pronunciation and expression of the new words in the text provide the list of words for reference in the dictionary and make sentences ask inferential and referential questions from the text	Students will exchange views in their own groups and share with the class Helping Hands Interview a senior citizen in their locality and ask them in what ways they can be helped and try to help them - Annexure 4a compare the situations that are and are not fearful add inputs on the introduction and title Read their section silently and extract the key sentences in groups. decipher the meaning of the words written in context to the text- Pair work infer and write the meaning of new words from the dictionary and relate it to the text-pair activity –speed word search use the words to make meaningful sentences Write answers to questions in note book - Course Book	Teacher will write her observations after completion of topic.

Teaching Aids: active inspire, internet, course book, workbook, worksheet, ICR

Methodology/Innovative Methods: peer interaction, demonstration, elicitation

Interdisciplinary Links: Social evils like poverty and position of prison in our world and society- Social science

Art Integrated Education: Make a collage on evolution of clocks starting from sundials, going to grandfather clocks to present day's modern clocks

H.O.D

Coordinator

Vice-Principal

Principal

**Activity 4: Lesson- The Old Clock
Shop**

Activity name	Helping Hands
Grade	VI
Skill	Critical Thinking, Developing, Deducing, Synthesizing, Organizing, Expressing
Time	50-60 minutes (1 class and a half)
Grouping of students	Individual
Materials	None

Learning Outcomes: The students will be able to

- enhance effective functional communication
- develop critical thinking
- nurture collaborative learning
- instil values of compassion

Teacher's Activity- The teacher will:

- give instructions
- supervise and assist wherever necessary
- provide feedback at the end of the session

Students' Activity- The students will:

- interview the senior citizens in their locality
- ask the senior citizens in what ways can they be helped
- try to help them
- share their experience with the class
- complete the given worksheet

Stages:

- Setting up (giving instructions – guidelines, objectives, rules, time limit): 5 minutes
- Activity time: 15 minutes (at home)
- Speaking time: 1-2 minutes per child (40 minutes)
- Discussion and feedback: 5 minutes

WORKSHEET- MY HELPING HAND (On each finger state one good deed you can do for your society)

